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ABSTRACT

Involving U.S. students in community service activities is one of the objectives established under the third National Education Goal for the year 2000, which seeks to prepare students for responsible citizenship. Trends suggest that the percentage of U.S. high school seniors who participated in community affairs or voluntary work in any given year was relatively stable from the mid-1970's through the early 1990's, and the percentage of students aged 12 through 17 who volunteered in 1995 was similar to the percentage who volunteered in 1991. However, schools appear to have become more interested in promoting community service. In 1984, 27 percent of high schools offered community service opportunities to their students, and by 1999, over 80 percent of public high schools were doing so. Students in grades 11 and 12 were more likely to participate in community service activities than students in grades 6 through 10 for both 1996 and 1999. Females were more likely than males to participate, as were those whose primary language was English. Students in church related private schools were more likely to participate in community service. Parents' highest level of education was positively associated with community service. (Contains 14 references and 3 tables.) (LB)

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Youth Service-Learning and Community Service Among 6th- Through 12th-Grade Students in the United States: 1996 and 1999

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Introduction

Involving America's students in community service activities is one of the objectives established under the third National Education Goal for the year 2000, which seeks to prepare students for responsible citizenship. Over the past 10 years, legislative initiatives have responded to and galvanized a growing national emphasis on increasing students' involvement with their local communities and linking this service to academic study through service-learning. Examples of initiatives that have mandated support for service-learning activities in elementary and secondary schools include the National and Community Service Act of 1990, the Serve America program and the National and Community Service Trust Act of 1993, and the Learn and Serve America program (Corporation for National Service 1999).

Although definitions of service-learning vary, for the purposes of this Brief, it is defined as "an educational activity, program, or curriculum that seeks to promote students' learning through experiences associated with volunteerism or community service" (Sheckley and Keeton 1997, p.32). Proponents argue that involvement in service-learning enhances education, revitalizes communities, and teaches the importance of community participation and democratic values. The National Service-Learning Cooperative states that "Service-learning is a teaching and learning method that connects meaningful community service experience with academic learning, personal growth, and civic responsibility" (Mintz and Liu 1994, p.12).

Trends suggest that the percentage of American high school seniors who participated in "community affairs or voluntary work" in any given year was relatively stable from the mid-1970s through the early 1990s (Youniss and Yates 1997), and the percentage of 12- through 17-year-olds who volunteered in 1995 was similar to the percentage who volunteered in 1991 (Hodgkinson and Weitzman 1997). However, schools appear to have become more interested in promoting community service. In 1984, 27 percent of high schools offered community service opportunities to their students, and by 1999, over 80 percent of public high schools were doing so (Newmann and Rutter 1985; Skinner and Chapman 1999).

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Although there are few studies of trends in service-learning based on student reports, some findings from school level data do suggest that it has become more prevalent since the mid-1980s. In 1984, approximately 9 percent of all high schools had some form of service-learning, and in 1999, roughly 46 percent of public high schools were using at least some service-learning activities (Newmann and Rutter 1985; Skinner and Chapman 1999). Also, in 1999, 32 percent of all public schools (i.e., public schools at all levels) had service-learning. Among youth in 1996, 27 percent of students in grades 6 through 12 reported that at least part of their community service experience was incorporated into their curriculum in some way (Nolin, Chaney, and Chapman 1997). Together, these findings indicate that although America's youth are about as likely to participate in community service now as in the 1970s, schools have increasingly attempted to promote community service and to use service experiences to improve student education.

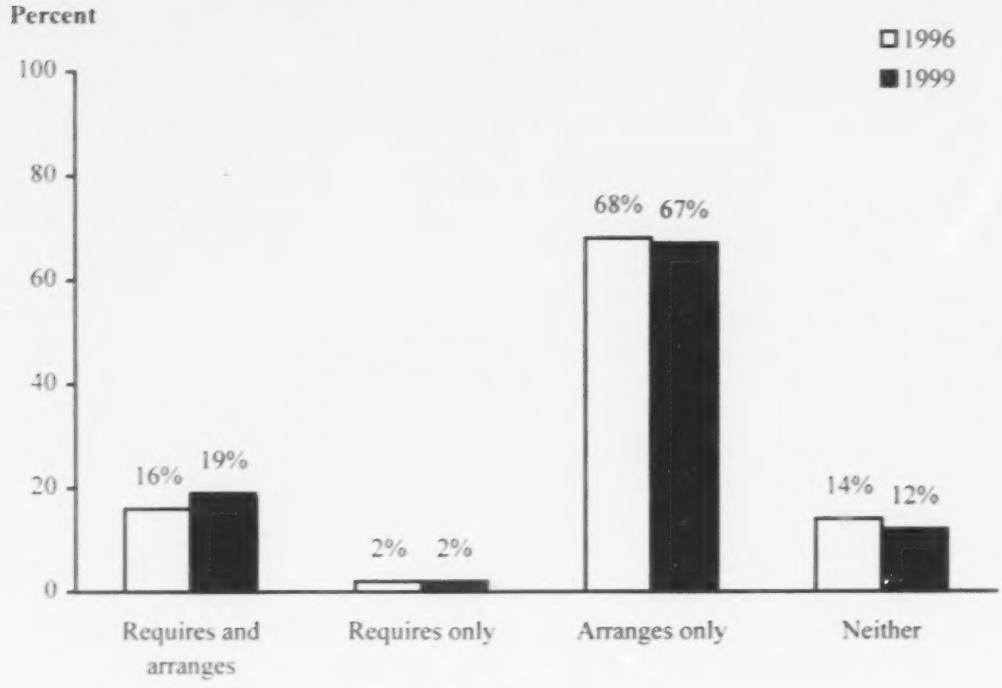
The National Household Education Surveys of 1999 (NHES:1999) and 1996 (NHES:1996) included nationally representative data on student reports of school practices, community service, and service-learning experiences at school, as well as data on student and school characteristics. Both the NHES:1999 and NHES:1996 were conducted for the U.S. Department of Education's National Center for Education Statistics (NCES). Telephone interviews were conducted with 7,913 students in grades 6 through 12 (107 of whom were home schoolers who were not included in this analysis) in 1999, and 8,043 students in grades 6 through 12 (103 of whom were home schoolers who were not included in this analysis) in 1996. Information was also collected from parents of these student respondents. Data in this Brief regarding student and school characteristics are taken from these parent interviews. More information about the parent and youth data, and about data collected from a national sample of adults and households, can be found in the *National Household Education Survey of 1999 Data File User's Manual*, (Nolin et al. forthcoming) and *National Household Education Survey of 1996 Data File User's Manual*, (Collins et al. 1997).

In this Brief, data from the NHES:1996 Youth Civic Involvement component were compared to data from the NHES:1999 Youth Interview to estimate changes across years in student reports of school practices to promote community service, student participation in community service activities, and service-learning experiences. These data were then examined in relation to student and school characteristics, both across and within years.

Student Reports of School Practices to Promote Community Service

In the NHES:1996 and NHES:1999, students were asked whether their schools require and/or arrange community service activities (data were collected from January through early April for both administrations). Results were arranged into four categories, depending on whether students attended schools that both required and arranged community service, required but did not arrange, arranged but did not require, or neither required nor arranged community service. Generally, there has been a slight but significant increase in the percentage of students in schools both requiring and arranging community service across years (table 1 and figure 1). Nineteen percent of students in 1999, compared to 16 percent of students in 1996, reported that their schools both required and arranged community service. As in 1996, 1999 results indicate that most students attend schools that arrange but do not require community service – 67 percent reported that their schools only arrange community service, whereas 19 percent of students reported that their schools require and arrange community service, 12 percent reported that their schools neither require nor arrange community service, and 2 percent reported that their schools only require community service.

Figure 1.— Percent of students in grades 6 through 12 who reported various school practices to promote community service: 1996 and 1999



SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996, 1999.

Differences by Student Characteristics and by School Type. For both 1996 and 1999, there were differences by race-ethnicity found in reports of school practices (table 1). In 1996, Hispanic students (22 percent) were more likely than white students (15 percent) to attend schools that both require and arrange community service. By 1999, both black (22 percent) and Hispanic (28 percent) students were more likely to be in such schools than were white students (16 percent). Across years, Hispanic students were more likely to report that their schools required and arranged community service in 1999 (28 percent) than in 1996 (22 percent).

In both survey years, students in grades 6 through 8 were less likely than students in grades 9 and 10 and in grades 11 and 12 to report that their schools require and arrange community service, suggesting that high school students experienced more incentives from their schools to participate than did middle school students. In 1999, percentages of students reporting that their schools required and arranged community service were significantly higher for grade 9 and 10 students (24 percent) than for grade 11 and 12 students (20 percent).

For both 1996 and 1999, students attending church-related private schools (42 percent for both years) and nonchurch-related private schools (31 percent in 1996 and 41 percent in 1999) were more likely to say their schools required and arranged community service than students attending public schools. Still, there was a statistically significant increase across years in reports by public school students that their schools both required and arranged community service (14 percent in 1996 and 17 percent in 1999).

Student Reports of Participation in Community Service and Service-Learning

In the NHES:1996 and NHES:1999, students were asked whether they had participated in a community service activity within the last year. If they had participated, students were then asked whether they had talked about their community service activity in class, kept a journal or written about the service activity, or received a grade based on the service activity. For the purposes of this Brief, participation in service-learning is defined operationally as a positive response to at least one of these three indicators.

NHES:1999 data provide mixed results with respect to fulfilling the goals of increasing participation rates in community service and service-learning. Overall student participation in community service was 52 percent in 1999, up from 49 percent in 1996 (table 2). Roughly 3 in 10 students engaged in service-learning in 1999, which was not a statistically significant change from the 27 percent who engaged in service-learning in 1996 (estimates not shown in tables). This means that in 1999 about 57 percent of students, and in 1996 about 56 percent of students who participated in community service had at least some of their participation reflected in service learning activities (table 3). Looking at service-learning participation as a percentage of community service participation is important since community service is a prerequisite of service-learning (this approach will be used throughout the remainder of the Brief). Of the three indicators of service-learning shown in table 3, in both 1999 and 1996, service-learning participants were more likely to say they talked about their service experience in class than to say they were required to keep a journal or write an essay for class, or to say that the service activity contributed to a class grade.

A comparison of overall participation in community service activities with school practices (for both 1996 and 1999) supports findings reported in a previous NCES report that looked only at the 1996 NHES data (Nolin, Chaney, and Chapman 1997). The 1996 and 1999 comparisons reveal that, in both years, students whose schools require and arrange or only arrange community service were more likely to participate in a community service activity than students whose schools only require or neither require nor arrange community service (see table 2). It is probable that the low participation rates in community service among students whose schools only require it are due to the fact that not all students will have participated in community service within the last year, even though they might have fulfilled the requirement earlier or else planned to satisfy it later. These findings suggest that facilitation by schools is a factor in whether or not youth perform community service and also confirm the findings of Verba, Schlozman, and Brady (1995), which indicate that announcements of opportunities for participation often serve as a catalyst for volunteerism. In both years, a comparison of service-learning participation with school practices (table 3) reveals that students who attend schools that both require and arrange community service (67 percent in 1996 and 70 percent in 1999) were more likely to engage in service-learning than students who attend schools that only arrange (56 percent in 1996 and 1999) or neither require nor arrange community service (27 percent in 1996 and 34 percent in 1999). The same holds true generally for the three indicators of service-learning taken individually.

Differences by Student Characteristics. Students in grades 11 and 12 were more likely to participate in community service activities than students in grades 6 through 8 and students in grades 9 and 10, for both 1996 and 1999 (see table 2). In addition, sex, linguistic, and race-ethnicity differences were found each year in reported youth participation in community service. Females were more likely than males to participate in community service, as were youth who speak mostly English at home compared to those who speak mostly another language at home. White students were more

likely to participate in community service than black and Hispanic students. For 1999, black students were more likely than Hispanic students to report community service. In addition, students whose parents have higher levels of education are more likely to participate in community service than students whose parents have lower levels of education.

Though less likely than white students to participate in community service, of those students who did community service, Hispanic and black students were more likely than white students to participate in service-learning in both 1996 and 1999 (see table 3). Furthermore, parents' level of education appears to be inversely associated with service-learning in that students whose parents have less education were significantly more likely to report service-learning experiences than students whose parents have higher levels of education. Results by parents' highest level of education were similar for each of the three indicators of service-learning.

Differences by School Type. For both 1996 and 1999, students in public schools (47 percent in 1996 and 50 percent in 1999) were less likely to report participation in community service than students in church-related private schools (69 percent in 1996 and 72 percent in 1999) (see table 2). In 1999, students attending public schools were less likely to participate in community service than were students in private nonchurch-related schools (50 percent compared to 68 percent). In addition, students from private church-related schools were more likely than those from public schools to report service-learning experiences for both 1996 and 1999 (table 3).

Summary

Student reports of school practices indicate that a higher percentage of students were in schools that required and arranged community service in 1999 than in 1996. These reports indicate that students in grades 9 and 10, and 11 and 12 are more likely to attend schools that require and arrange community service than students in grades 6 through 8. Also, private school students are more likely to report that their schools require and arrange community service than are public school students. Public school students did, however, show an increase across years with respect to attending schools that require and arrange community service. Overall, approximately 50 percent of 6th- through 12th- grade students participated in community service and over half of these participants were engaged in service-learning in both 1999 and 1996.

Parents' highest level of education is positively associated with community service participation, whereas it is inversely associated with service-learning. With respect to race-ethnicity, white students were more likely to participate in community service, but of those students who did community service, white students were less likely than black and Hispanic students to participate in service-learning at their schools. In addition, in 1999, white students were less likely than black and Hispanic students to report that their schools both require and arrange community service. Thus, it appears that black and Hispanic students, and students whose parents have less education, are more likely to be enrolled in schools that place greater emphasis on service-learning. Future research might examine the nature of these findings.

Finally, as in 1996, the 1999 results indicate that school practices are significantly associated with community service participation rates and service-learning experiences among students. Students are more likely to have service-learning experiences if their schools both require and arrange community service. Further, students are more likely to perform community service activities when their schools require and arrange or else only arrange community service. The low participation rates in community service among students whose schools only require it may be due to the fact

that not all students will have participated in community service within the last year, even though they might have fulfilled the requirement earlier or else planned to satisfy it later.

Survey Methodology and Data Reliability

The National Household Education Survey (NHES) is a telephone survey conducted for the National Center for Education Statistics, U.S. Department of Education. Data collections took place in 1991, 1993, 1995, 1996, and 1999 during the months of January through April of each year (through early May in 1991). When appropriately weighted, each sample is nationally representative of all civilian, noninstitutionalized persons in the 50 states and the District of Columbia. The weighting method consisted of computing base weights, adjusting for nonresponse for the Youth interview, and raking to national control totals. The samples were selected using random digit dialing (RDD) methods, and the data were collected using computer-assisted telephone interviewing (CATI) technology.

This Brief is based on data from two administrations of the NHES – the 1996 Youth Civic Involvement component and the 1999 Youth Interview, each of which employed a sample of youth in grades 6 through 12. For each NHES survey, up to three survey instruments were used to collect the data about these youth and their community service experiences. The first instrument, a screener administered to an adult member of the household, was used to determine whether any children of the appropriate age lived in the household, to collect information on each household member, and to identify the appropriate parent or guardian to respond for the sampled child. If one or two eligible children resided in the household, interviews were conducted about each child. If more than two eligible children resided in the household, two were sampled as interview subjects. For households with youth in grades 6 through 12 who were sampled for the survey, an interview was conducted with the parent or guardian most knowledgeable about the care and education of the youth. Following completion of that interview and receipt of parental permission, an interview was also conducted with the youth. This Brief is based on the responses of these youth and the demographic information provided by their parents.

Response Rates

Screening interviews were completed with 55,838 households in 1996 and with 55,929 households in 1999. The response rate for the Screener varied somewhat between these two survey years: 69.9 percent in 1996 and 74.1 percent in 1999. The completion rate for the youth in grades 6 through 12 was 76.4 percent in 1996 and 78.1 percent in 1999. The overall response rate for youth (the product of the Screener response rate and Youth Interview completion rate) was 53.4 percent for the 1996 Youth Civic Involvement component and 57.9 percent for the 1999 Youth Interview. While these do not meet the NCES 70 percent standard for response rates, analyses were conducted to determine if there was a nonresponse bias problem. Results indicate that nonresponse bias was not a problem (Nolin et al. forthcoming).

For both survey components, item nonresponse (the failure to complete some items in an otherwise completed interview) was very low. The item nonresponse rates for most variables in this Brief were less than 2 percent. Exceptions to this include nonresponse rates for NHES:1996 and NHES:1999 items measuring school size (8 percent in 1996 and 6 percent in 1999), school requirements for community service (7 percent in 1996 and 8 percent in 1999) and school offerings of community service (6 percent both years). In each survey year, all items with missing responses (i.e., don't know, refused, or not ascertained) were imputed using an imputation method called a hot-deck procedure (Kalton and Kasprzyk 1986).[1] As a result, no missing values remain.

Data Reliability

Estimates produced using data from the NHES are subject to two types of error: sampling and nonsampling errors. Nonsampling errors are errors made in the collection and processing of data. Sampling errors occur because the data are collected from a sample, rather than a census of the population.

Nonsampling Errors

Nonsampling error is the term used to describe variations in the estimates that may be caused by population coverage limitations and by data collection, processing, and reporting procedures. The sources of nonsampling errors are typically problems such as unit and item nonresponse, the differences in respondents' interpretations of the meaning of the questions, response differences related to the particular time the survey was conducted, and mistakes in data preparation.

In general, it is difficult to identify and estimate both the amount of nonsampling error or the bias caused by this error. For each NHES survey, efforts were made to prevent such errors from occurring and to compensate for them where possible. For instance, during the survey design phase, focus groups and cognitive laboratory interviews were conducted for the purpose of assessing respondent knowledge of the topics, comprehension of questions and terms, and the sensitivity of items. The design phase also entailed extensive staff testing of the CATI instrument and a pretest in which several hundred interviews were conducted.

An important nonsampling error for a telephone survey is failure to include persons who do not live in households with telephones. About 94.7 percent of all students in grades 6 through 12 live in households with telephones. Weighting adjustments using characteristics related to telephone coverage were used to reduce the bias in the estimates associated with youth who do not live in households with telephones.

Sampling Errors

The sample of households with telephones selected for each NHES survey is just one of many possible samples that could have been selected from all households with telephones. As a result, estimates produced from each NHES survey may differ from estimates that would have been produced from other samples. This type of variability is called sampling error because it arises from using a sample of households with telephones rather than all households with telephones.

The *standard error* is a measure of the variability due to sampling when estimating a statistic; standard errors for estimates presented in this Brief were computed using a jackknife replication method. Standard errors can be used as a measure of the precision expected from a particular sample. The probability that a complete census count would differ from the sample estimate by less than 1 standard error is about 68 percent. The chance that the difference would be less than 1.65 standard errors is about 90 percent; and that the difference would be less than 1.96 standard errors is about 95 percent.

Standard errors for all of the estimates are presented in the tables. These standard errors can be used to produce confidence intervals. For example, an estimated 52 percent of youth reported in 1999 that they participated in a community service activity. This figure has an estimated standard error of 0.8. Therefore, the estimated 95 percent confidence interval for this statistic is approximately 50.5 to 53.5 percent (1.96 * 0.8 +/- 52). That is, in 95 out of 100 samples from the same population, the estimated participation rate should fall between 50.5 and 53.5 percent.

Statistical Tests

The tests of significance used in this analysis are based on Student's t statistics. As the number of comparisons at the same significance level increases, it becomes more likely that at

least one of the estimated differences will be significant merely by chance, that is, will be erroneously identified as different from zero. Even when there is no statistical difference between the means or percentages being compared, there is a 5 percent chance of getting a significant *t* value of 1.96 from sampling error alone. As the number of comparisons increases, the chance of making this type of error also increases.

In order to correct significance tests for multiple comparisons, a Bonferroni adjustment was used. This method adjusts the significance level for the total number of comparisons made with a particular classification variable. All the differences cited in this Brief are significant at the 0.05 level of significance after a Bonferroni adjustment.

A logistic regression analysis was run in order to determine whether parents' highest level of education was significantly related to community service participation, service-learning participation, and the three indicators of service-learning. Reported relationships based on regression estimates are significant at the 0.05 level of significance.

Endnotes

[1]For more information on the imputation procedures used in the NHES:1996, see the NCES Working Paper *Unit and Item Response, Weighting, and Imputation Procedures in the 1996 National Household Education Survey* (Montaquila and Brick 1997) and for the NHES:1999, see the *NHES:1999 Methodology Report* (Nolin et al. forthcoming).

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Table 1.—Percent of students in grades 6 through 12 who reported school practices to promote student community service, by selected student and school characteristics: 1996 and 1999

Characteristic	Number of students (thousands)		School requires and arranges community service				School only requires community service				School only arranges community service				School does not require or arrange community service			
	1996	1999	1996		1999		1996		1999		1996		1999		1996		1999	
			Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	25,726	26,990	16	0.5	19	0.5	2	0.2	2	0.2	68	0.7	67	0.7	14	0.5	12	0.6
Student's grade*																		
6-8	11,535	11,713	13	0.7	16	0.8	2	0.3	2	0.3	67	1.0	67	1.0	18	0.8	15	0.9
9-10	7,429	7,933	21	1.1	24	1.2	2	0.4	2	0.3	65	1.3	65	1.3	12	0.7	10	0.8
11-12	6,760	7,322	18	1.0	20	1.1	1	0.2	1	0.3	71	1.3	69	1.4	11	0.9	10	1.0
Student's sex																		
Male	13,190	13,599	15	0.7	20	0.8	2	0.3	2	0.2	69	0.9	66	1.0	14	0.7	13	0.8
Female	12,537	13,392	18	0.8	19	0.7	1	0.3	2	0.3	66	1.0	68	0.9	14	0.7	12	0.8
Student's race-ethnicity																		
White, non-Hispanic	17,322	17,354	15	0.6	16	0.6	1	0.2	1	0.2	69	0.9	70	0.9	15	0.6	12	0.7
Black, non-Hispanic	4,112	4,206	19	1.5	22	1.4	2	0.6	3	0.7	66	1.7	62	1.8	12	1.5	13	1.3
Hispanic	3,281	4,067	22	2.1	28	1.6	3	0.6	3	0.5	64	2.2	58	1.6	11	1.0	11	1.2
Other race-ethnicity	1,012	1,363	18	2.4	24	3.1	1	0.4	1	0.3	68	3.2	65	3.3	14	2.3	11	2.1
School type																		
Public	23,343	24,550	14	0.5	17	0.6	2	0.2	2	0.2	70	0.7	69	0.7	15	0.5	12	0.6
Private																		
Church-related	1,851	1,786	42	2.3	42	2.3	2	0.6	2	0.8	46	2.4	48	2.5	10	1.5	7	1.7
Not church-related	533	655	31	4.0	41	4.5	1	0.5	3	2.1	60	4.3	45	4.2	8	2.1	11	3.2
School size																		
Under 300	2,754	2,909	15	1.8	17	1.7	1	0.5	4	0.9	65	2.3	61	2.5	19	1.7	18	1.9
300-599	7,782	7,812	16	1.0	18	1.0	2	0.4	2	0.3	66	1.3	67	1.4	16	1.0	13	1.0
600-999	6,439	6,462	15	1.0	18	1.2	1	0.3	1	0.3	69	1.4	69	1.7	14	1.1	12	1.2
1,000 or more	8,751	9,808	18	1.0	22	0.8	2	0.4	1	0.2	69	1.0	67	0.9	11	0.7	10	0.8

*One case was coded "ungraded, no equivalent," for 1996. Three cases were coded "ungraded, no equivalent," for 1999. These were not included in this analysis.

NOTE: s.e. is standard error. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996, 1999.

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Table 2.—Percent of students in grades 6 through 12 participating in community service, by selected student, household, and school characteristics: 1996 and 1999

Characteristics	Number of students (thousands)		Participation in community service			
			1996		1999	
	1996	1999	Percent	s.e.	Percent	s.e.
Total	25,726	26,990	49	0.7	52	0.8
Student's grade[1]						
6-8	11,535	11,713	47	1.1	48	1.0
9-10	7,429	7,933	45	1.0	50	1.5
11-12	6,760	7,322	56	1.4	61	1.4
Student's sex						
Male	13,190	13,599	45	0.9	47	1.1
Female	12,537	13,392	53	1.1	57	1.1
Student's race-ethnicity						
White, non-Hispanic	17,322	17,354	53	0.9	56	1.0
Black, non-Hispanic	4,112	4,206	43	1.9	47	1.9
Hispanic	3,281	4,067	38	1.8	39	1.6
Other race-ethnicity	1,012	1,363	50	3.0	53	3.3
Language spoken most at home by student						
English	24,164	24,773	50	0.8	54	0.8
Other	1,562	2,217	32	2.5	34	2.2
Parents' highest level of education						
Less than high school	2,469	2,714	34	2.3	37	2.6
High school graduate or equivalent	7,775	6,993	42	1.3	45	1.5
Voc/tech education after high school or some college	7,472	7,814	48	1.2	50	1.5
College graduate	3,881	4,377	58	1.5	62	1.8
Graduate or professional school	4,129	5,092	64	1.9	65	1.8
School type						
Public	23,343	24,550	47	0.8	50	0.8
Private						
Church-related	1,851	1,786	69	2.8	72	2.9
Not church-related	533	655	57	5.0	68	4.8
School size						
Under 300	2,754	2,909	49	2.1	53	2.3
300-599	7,782	7,812	50	1.2	50	1.6
600-999	6,439	6,462	48	1.5	51	1.4
1,000 or more	8,751	9,808	49	1.2	54	1.3
School practice						
Requires and arranges service	4,242	5,201	56	1.9	59	1.6
Requires service only	394	460	19	3.9	39	5.4
Arranges service only	17,446	18,060	52	0.9	55	0.9
Neither requires nor arranges service	3,644	3,269	30	1.7	29	2.1

[1]One case was coded "ungraded, no equivalent," for 1996. Three cases were coded "ungraded, no equivalent," for 1999. These were not included in this analysis.

NOTE: s.e. is standard error. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996, 1999.

Table 3.—Among students in grades 6 through 12 who engaged in community service, percent participating in service-learning and the indicators of service-learning, by selected student, household, and school characteristics: 1996 and 1999

Characteristics	Number of students participating in community service (thousands)		Participation in service-learning, among students who did community service[1]				Indicators of service-learning											
							Talked about service activity in class				Required to keep a journal or write an essay for class				Service activity contributed to a class grade			
	1996	1999	1996		1999		1996		1999		1996		1999		1996		1999	
			Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.	Percent	s.e.
Total	12,627	14,063	56	0.9	57	1.0	45	0.9	45	1.0	17	0.7	19	0.8	23	0.8	24	0.8
Student's grade[2]																		
6-8	5,462	5,610	59	1.4	62	1.7	48	1.4	50	1.8	19	1.2	22	1.5	24	1.3	27	1.4
9-10	3,370	3,955	54	2.0	52	1.8	41	1.9	40	1.6	17	1.5	15	1.1	21	1.5	23	1.5
11-12	3,795	4,486	54	1.8	56	1.9	44	1.8	45	1.9	16	1.4	19	1.3	23	1.7	22	1.2
Student's sex																		
Male	5,971	6,446	54	1.3	56	1.6	42	1.4	43	1.6	16	1.0	21	1.3	23	1.2	26	1.3
Female	6,656	7,617	58	1.2	59	1.4	47	1.3	48	1.4	18	1.0	18	1.0	22	1.2	23	1.1
Student's race-ethnicity																		
White, non-Hispanic	9,113	9,759	52	1.2	53	1.3	42	1.2	42	1.3	14	0.7	15	0.9	20	0.9	20	0.9
Black, non-Hispanic	1,761	1,993	68	2.6	69	2.4	55	2.8	55	2.4	30	2.7	29	2.7	34	2.4	36	2.7
Hispanic	1,246	1,587	65	3.2	67	2.6	50	3.4	53	2.8	23	2.9	28	2.6	29	3.4	34	2.4
Other race-ethnicity	506	724	57	4.6	60	4.4	44	4.5	46	4.7	18	3.0	28	5.2	28	4.1	24	4.9
Language spoken most at home by student																		
English	12,131	13,304	56	0.9	57	1.1	45	0.9	45	1.0	17	0.7	18	0.9	22	0.8	24	0.9
Other	496	759	65	5.1	69	3.9	45	3.8	53	4.1	32	5.7	33	3.5	36	5.5	35	3.0
Parents' highest level of education																		
Less than high school	834	1,013	69	4.2	69	4.5	52	4.7	54	4.2	34	4.9	32	3.9	34	4.8	39	3.7
High school graduate or equivalent	3,273	3,125	60	1.8	64	2.2	49	1.9	51	2.2	21	1.5	23	1.9	28	1.6	31	2.2
Voc/tech education after high school or some college	3,617	3,930	57	1.6	59	2.0	46	1.7	47	2.1	14	1.3	18	1.6	24	1.7	24	1.6
College graduate	2,250	2,710	50	2.3	52	2.1	41	2.4	42	2.1	14	1.6	17	1.7	18	1.7	19	1.8
Graduate or professional school	2,653	3,285	51	1.9	50	2.3	40	2.1	38	2.2	16	1.4	14	1.4	16	1.5	18	1.4
School type																		
Public	11,056	12,331	54	1.0	56	1.1	43	1.0	44	1.0	17	0.9	18	0.9	22	0.9	24	0.9
Private																		
Church-related	1,270	1,286	71	2.7	67	3.2	58	3.1	56	3.7	23	2.2	26	2.9	30	2.4	29	3.1
Not church-related	301	446	65	5.5	63	5.4	60	5.5	52	5.3	11	3.4	24	5.2	18	4.0	14	4.2
School size																		
Under 300	1,336	1,531	61	3.1	65	3.1	51	3.0	37	3.1	19	2.2	22	2.6	28	3.2	27	2.5
300-599	3,892	3,887	54	1.8	60	2.1	42	1.7	31	2.0	17	1.3	22	1.8	23	1.5	26	1.9
600-999	3,111	3,304	57	1.9	57	2.1	46	1.8	29	1.6	17	1.6	17	1.4	23	1.5	25	1.8
1,000 or more	4,288	5,341	56	1.6	53	1.7	44	1.6	26	1.3	18	1.4	18	1.3	22	1.7	22	1.3
School practice																		
Requires and arranges service	2,389	3,094	67	2.3	70	2.0	50	2.3	52	2.0	32	2.2	32	2.0	35	2.3	38	1.7
Requires service only	74	178	--	--	50	9.8	--	--	41	9.7	--	--	15	5.4	--	--	13	4.5
Arranges service only	9,087	9,848	56	1.2	56	1.3	47	1.2	45	1.2	14	0.8	16	0.9	22	1.0	22	1.0
Neither requires nor arranges service	1,076	942	27	2.8	34	4.9	21	2.6	23	4.2	9	1.8	11	2.2	6	1.4	9	2.1

[1]Participation is service-learning is defined by reported involvement in at least one of the three indicators of service-learning.

[2]One case was coded "ungraded, no equivalent," for 1996. Three cases were coded "ungraded, no equivalent," for 1999. These were not included in this analysis.

--Unweighted number of cases is fewer than 30.

NOTE: s.e. is standard error. Because of rounding, details may not add to totals.

SOURCE: U.S. Department of Education, National Center for Education Statistics, National Household Education Survey, 1996, 1999.

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